



All Saints Benhilton C of E Primary School

Inclusion Policy and Procedure

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Reviewed by the
Governing Body

Date: June
2020

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September 2017

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September 2023

Introduction

At All Saints Benhilton, we believe that all stakeholders have a right to equal opportunities and we strive to achieve this rigorously by creating an atmosphere of belonging, within our nurturing Christian ethos. At the heart of all we do, we believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides. All children share a common entitlement to a broad and balanced curriculum, which meets all their developmental needs. We recognise, respect and value differences. We understand that diversity is a strength and we use this to our advantage, by attempting to engage members of the school community, in order to celebrate our own distinctiveness as a Church of England School. All staff take account of differences and strive to remove any barriers or disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We ensure that our curriculum reflects the diversity of our society by ensuring that our approach is pupil centred, taking into account pupil voice and each classes needs. It is paramount that as a school we maintain our “open door” policy, so that staff and parents can work in unison to deliver the best possible outcomes. We provide the children with opportunities to explore in a positive way, the differences and diversity of people throughout our everyday teachings and worships. We positively challenge, in everyone, stereotypes and assumptions, and actively seek to combat all forms of discrimination. One way in which we achieve this is through our PSHE, Jigsaw scheme of work. We also use the flexibility of the National Curriculum (2014), Corner Stone’s Curriculum (2014) and “What if Curriculum” to choose the most appropriate knowledge, skills and understanding to enable our children to make progress and demonstrate their achievements.

Aims and Objectives

1. To ensure equality of opportunity for all of our pupils in all areas of school life.
2. To ensure that individual strengths are recognised and all pupils achieve their potential.
3. To remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils; we want to enable our children, not disable them.
4. To ensure that all staff are aware of the systems and procedures in place within the school, in order that all children have the opportunity to make good or strong progress.
5. To use whole school assessment procedures to track the progress of groups of pupils identified within the “definition” section of this document, identifying strengths and weaknesses amongst these pupils.

Our commitment to Inclusion

We achieve educational inclusion by continually reviewing what we do, and following our general educational aims, which are:

- Pupils will develop lively, independent, enquiring minds, and the ability to question and argue rationally.
- Pupils will acquire knowledge, skills, self-confidence and self-esteem to give them the ability to achieve throughout their life journey.
- Pupils will use language, mathematical, scientific, physical and creative skills effectively.
- To foster respect for religious and moral values, and the rights of individuals, irrespective of their gender, ethnic origin and disability.

- For pupils to understand the world in which we live, and the inter-dependence of individuals, groups and nations, contributing actively and responsibly to society.
- For pupils to appreciate human achievements and aspirations.

Definition

The DfE have defined an inclusive education as the following:

“Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include all pupils. An inclusive education service offers excellence and choice and incorporates the views of parents and children. Schools, local education authorities and others should actively seek to remove barriers to learning and participation. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential. Mainstream education will not always be right for every child all the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.”

Inclusive Education is about equal opportunities for all children whatever their age, gender, ethnicity, attainment and background. To achieve this Inclusive Education, we ensure a sense of belonging and community, within and outside the school environment. As a school, we ensure our attention is directed towards the provision made for and the achievement of different groups of pupils within the school. We are aware that there are vulnerable and or disadvantaged groups of children who are more likely to underachieve and/or suffer discriminatory practice than others within our society.

These groups could include:

- Children looked after by the local authority.
- Girls and boys.
- Minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils who need additional support to learn English as an additional language.
- Pupils with disabilities or health needs.
- Pupils with special educational needs.
- Pupils who receive Pupil Premium.
- Academically more able pupils.
- Other children, such as sick children, young carers and children from families under stress.
- Any pupils who are at risk of disaffection and exclusion.

These are some of the key indicators when identifying inclusive practice, however this is not an exhaustive list and we are aware that it may include other groups, such as transgender children.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child’s education.
- Making parents and carers feel welcome and valued.
- Encouraging parents and carers to inform the school of any difficulties they perceive that their child may be having, or other needs that the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child’s strengths as well as areas of additional need.

- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language or providing additional support for parents with specific health needs and/or disabilities.

Principles

The National Curriculum 2014 Framework Inclusion principles are:

Setting suitable challenges

- Teachers will set high expectations for every pupil. We will plan and question all pupils, particularly those whose attainment is significantly above the expected standard, to stretch and challenge their potential. An even greater obligation will be to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers will use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

- Teachers will take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and sexual orientation. A wide range of pupils have special educational needs, some of whom also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. A minority of pupils will need access to specialist equipment and different approaches. We recognise individual needs; many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Lessons will be planned and differentiated so that these pupils access the National Curriculum subjects. We will take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. Teachers will provide teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Procedures (what we do) - Monitoring, Evaluation and Review

Our commitment to inclusive practice is meaningless unless we actively monitor the impact of this commitment on the experiences of our children in all areas of school life. Using this wide range of information, we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are under achieving.

We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas.
- Incident records relating to: bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short term and permanent exclusions and discriminatory incident recording forms.

- The views and experiences of our pupils. These are collected through our faith group, school council and pupil questionnaire, as part of our ongoing Personal Social and Health Education and Citizenship programmes.
- The views and experiences of our parents/carers collected through informal one to-one discussions, through questionnaires and formal parent consultations.

Extra-curricular provision

At All Saints Benhilton, we take a holistic approach to schooling and try to enrich the experiences of all our children, in particular those who may be disadvantaged. Consequently, extra-curricular provision, including after school clubs, theatre trips, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths. Whole school planning includes activities to celebrate diversity and meet the needs of different groups within the school. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs. This is so that we can foster a thirst for learning and achievement among all of our pupils.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all of our children, and ensure that we meet all statutory requirements related to matters of inclusion. Every child is monitored termly by the Head Teacher, Assistant Head, Inclusion Manager, Class Teacher and other members of SLT through Pupil Progress meetings. During this meeting, an analysis of data for the different groups is undertaken regarding attainment and progress. This scrutiny of data and conversations among school staff, ensures that all pupils are achieving their full potential. This is in addition to making ongoing assessments of each child's progress – also known as formative assessments. When a child is not making good progress or attaining their full potential, they will be targeted so that the gap amongst their peers is lessened.

This policy should be read in conjunction with the school's:

- Teaching and Learning policy
- Assessment policy
- Marking and Feedback policy
- Special Educational Needs policy
- Supporting Pupils with Medical Conditions policy
- Equal Opportunity policy
- Equality Act Objectives
- EAL policy
- Accessibility Plan and Disability Equality Scheme
- Anti-bullying policy
- Behaviour and Discipline policy
- PSHE and RSE Policy